



Interpreting the W-APT screener results to determine LEP Status

Pre-K to Kindergarten:

Use your summary scoring sheet to look at the raw score from the **listening and speaking portions** and the guidance below to determine LEP status.

Raw Score	Eligibility Determination
Below 19	The student meets criteria for LEP and is eligible for ELL services.
Between 19 and 25	Also consider other assessment data (e.g.: other content and skills assessments) before determining eligibility.
25 or higher	The student meets Montana's minimum criteria for English language proficiency. They are not considered LEP.

1st grade second semester to 12th grade:

IMPORTANT!!!

- This link will bring you to the W-APT score calculator: <http://www.wida.us/assessment/w-apt/ScoreCalculator.aspx>. Once you have completed the screening you can take the data from the scoring sheets for speaking/writing and listening/reading and use the online tool calculate scores and generate a printable results report.
- The scoring of the 1-12 W-APT is aligned to the ACCESS for ELLs test scores so Montana's definition of proficiency is applicable to these. Look at the **Grade Adjusted Literacy CPL** (aligns with the **Literacy** score on the ACCESS for ELLs report) the **Grade Adjusted Composite Proficiency Level** (aligns with the **Overall Score** on the ACCESS for ELLs report).
- The definition of proficiency from the [criteria document](#):

Montana's Definition of "Proficient" for LEP Students

In order to determine when LEP students become proficient, districts will take into account multiple measures which include:

- ◇ At a minimum, an overall score of 5.0 along with a rating of 4.0 in literacy (reading and writing) on the ACCESS English Language Proficiency Assessment; and
- ◇ Input from additional measures of reading, writing, or language development available from school assessments. 8/9/2012

This recommendation is based on input from school district staff members that serve LEP students across the state, a review of practices in other states, and input from psychometricians. It is important for districts to review the results of the ACCESS assessment and take them into consideration to update AIM to reflect accurate student LEP status.

Don't forget that it is best practice to use more than one source of data to determine eligibility. Input from the general education teacher and other classroom or school-wide assessments are valuable resources to consider.

Contact Information

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